

Fashion and Textile Trends

#09030

Grades 9-12

- ❖ This project-oriented course introduces students to historical, current and futuristic aspects of the fashion industry including use of color and design principles, identifying fashions and fads, merchandising, apparel and environmental product production, entrepreneurship, and careers in the fashion industry. In this course, science, mathematics, management, communication skills, and team work are reinforced.

Credit:

½ or 1

Max credit = 1

MIS03#09030		0.5 or 1.0 Credit		FASHION & TEXTILE TRENDS	
Career, Community and Family Connections					✓
Content Standards		Competencies			
1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	1.1.2	Analyze the effects of social, economic, and technological change on work and family dynamics.			
	1.1.5	Define goals for life-long learning and leisure opportunities for all family members.			
	1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.			
1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.1	Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.			
	1.2.2	Demonstrate job seeking and job keeping skills.			
	1.2.5	Analyze strategies to manage the effects of changing technologies in workplace settings.			
	1.2.7	Analyze factors that contribute to maintaining safe and healthy school, work and community environments.			
	1.2.8	Demonstrate work ethics and professionalism.			
1.3 Evaluate the reciprocal effects of individual and family participation in community activities.	1.3.3	Analyze personal and family assets and skills that provide service to the community.			
	1.3.4	Analyze community resources and systems of formal and informal support available to individuals and families.			
Consumer and Family Resources					
Content Standards		Competencies			
2.2 Analyze the relationship of the environment to family and consumer resources.	2.2.3	Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.			
Interpersonal Relationships					
Content Standards		Competencies			
13.3 Demonstrate communication skills that contribute to positive relationships.	13.3.1	Analyze communication styles and their effects on relationships.			
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.			
	13.3.3	Demonstrate effective listening and feedback techniques.			
	13.3.4	Analyze strategies to overcome communication barriers in family, community and work settings.			
	13.3.5	Apply ethical principles of communication in family, community and work settings.			
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.			
	13.3.6	Analyze the roles and functions of communication in family, work, and community settings.			

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.	
	13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.	
	13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.	
	13.5.4 Demonstrate techniques that develop team and community spirit.	
	13.5.5 Demonstrate ways to organize and delegate responsibilities.	
	13.5.6 Create strategies to integrate new members into the team.	
	13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.	
13.6 Demonstrate standards that guide behavior in interpersonal relationships.	13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.	
	13.6.2 Apply guidelines for assessing the nature of issues and situations.	
	13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.	
	13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.	
	13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.	
Textiles, Fashion, and Apparel		
Content Standards	Competencies	
16.1 Analyze career paths within textile apparel and design industries.	16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.	
	16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.	
	16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.	
	16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.	
	16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.	
	16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.	
16.2 Evaluate fiber and textile products and materials.	16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.	
	16.2.2 Evaluate performance characteristics of textile fiber and fabrics.	
	16.2.3 Summarize textile legislation, standards, and labeling in the global economy.	
	16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.	
	16.2.5 Apply appropriate procedures for care of textile products.	

16.3 Demonstrate fashion, apparel, and textile design skills.	16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.	
	16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.	
	16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.	
	16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making techniques.	
	16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.	
	16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.	
	16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.	
16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.	16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.	
	16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.	
	16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.	
	16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.	
	16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.	
16.5 Evaluate elements of textile, apparel, and fashion merchandising.	16.5.1 Apply marketing strategies for textile, apparel, and fashion products.	
	16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.	
	16.5.3 Analyze ethical considerations for merchandising apparel and textile products.	
	16.5.4 Apply external factors that influence merchandising.	
	16.5.5 Critique varied methods for promoting apparel and textile products.	
	16.5.6 Apply research methods, including forecasting techniques, for marketing apparel and textile products.	
16.6 Evaluate the components of customer service.	16.6.1 Analyze factors that contribute to quality customer relations.	
	16.6.2 Analyze the influences of cultural diversity as a factor in customer relations.	
*16.8 Examine historical, cultural, and social influences on textiles and apparel.	16.8.1 Explore customs and social norms.	
	16.8.2 Recognize historical, cultural, and social influences on current textiles and apparel trends.	

**This is not listed in the National/State Standards, but it is strongly suggested by the State Teacher Committee.*

Overview

The Committee felt at this time that an Overview is unnecessary for Fashion and Textile Trends, as it is a stand-alone course and does not reach into the more general classes taught in lower levels.